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Intelligence Techniques No. 4
18 Feb - 15 March 1957

1. A new problem was introduced -- the substantive analysis of an NIS contribution submitted to Office of Basic Intelligence. The purpose of the problem was to acquaint the students with the kind of substantive work done by OBI editors and to give the students some basic experience in doing this work. The problem was, in general, very effective, and it will be used in future IT courses.

Intelligence Techniques No. 5
1 - 26 April 1957

1. There were several innovations in the running of the course. The Chief of the OTR Library, instead of having a half hour to explain the facilities of the library was given the entire afternoon of the first day to explain his set-up and to run some exercises, so that the students could actually practice using the facilities. The students liked the approach.

2. Eliminated the lectures on overt and covert reporting in the field; the subjects are covered in the Intelligence Orientation Course. The exercise does not seem appropriate for an introductory course on the activities of the DD/I. We plan to drop the exercise. We believe we should continue the NIS-editing exercise; it covers an important function of the DD/I.

Intelligence Techniques No. 7
29 July - 23 Aug 1957

1. In spite of the widespread dislike for the NIS exercise, we believe that it performs a useful function in introducing the students to an important function of the DD/I.

2. One student suggested that short progress conferences at stated intervals during the course between advisors and advisees should be made mandatory. This suggestion is a good one and will put into effect in the next course.

(Brief on Intelligence problem, 20 minutes plus
five minutes for questions and one-minute in-

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troductory speech.)

Intelligence Techniques No. 8
30 Sept - 25 Oct 1957

1. Some minor changes were introduced. More frequent conferences between students and advisers were scheduled, and advisers required periodic oral reports of progress in research problems. ...

2. Some additional changes in the course content are now being planned. These changes will not alter the basic concept of the course, and they will be introduced gradually to permit trial runs and subsequent refinement. In general, the changes are designed to update the problems and to shift the substance to geographic areas of greater intelligence significance. In addition, the scope of the problems will be broadened somewhat to place a bit less emphasis on OCI production and a bit more on that of ONE, OSI, and ORR. One specific change scheduled for Course No. 9 is the conversion of the present formal lectures on Intelligence Writing and Oral Briefing to analytical staff critiques of student performance in class.

Intelligence Techniques No. 9

In Intelligence Techniques No. 9 the following changes were introduced:

1. The four-minute oral definition of an intelligence term was replaced by a four-minute current intelligence briefing.
2. The five-minute current intelligence briefing was replaced by a five minute scientific intelligence briefing.
3. The ten-minute current intelligence briefing was replaced by a ten-minute geographic intelligence briefing requiring the use of visual aids.
4. The formal lecture on intelligence writing was eliminated, and the principles of intelligence writing were discussed in a staff critique of the students' first writing assignment.
5. The formal lecture on intelligence briefing was eliminated,

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and the principles of briefing were discussed in a staff critique of the students' first briefing assignment.

Intelligence Techniques No. 10

3 Feb - 28 Feb 1958

The following changes were introduced:

1. Subject for the students' major research projects were determined by the course instructors and the library staff about ten days before the class began. Intellofax tapes were run, and the students began work on the projects during the first week of the course. In previous classes, project subjects were chosen and Intellofax runs requested during the first week of the course, and students were not able to use the Intellofax tapes until the middle or end of the second week of the course.

2. The exercise on the Summary Intelligence item was integrated with that on the Spot Intelligence item so that it dealt with the same problem expanded by the introduction of additional source material.

3. An Economic Intelligence Memorandum problem was introduced to replace a second Summary Intelligence exercise. The economic problem dealt with a current industrial development in the Soviet Bloc. *(Rumanian fertilizer?)*

4. The use of the pre-run Intellofax tapes was not altogether satisfactory. Although it did eliminate the delay in beginning work on the Intellofax tapes, it also deprived the students of the experience of selecting their own research subjects and going through the actual coding and requesting procedure, an experience which the staff feels is valuable. In IT Course No. 11 the former Intellofax tape procedure will be followed, and the students will be required to begin their major research project with a search of finished intelligence and overt sources. In this way the delay in beginning research can be eliminated, and the student will get the full benefit of the Intellofax experience.

Intelligence Techniques No. 11

31 Mar - 25 Apr 1958

The use of a pre-run Intellofax Tape was discarded, and the

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students were required to go through the full procedure of selecting a subject for their research problem and requesting the Intellofax tape run. While awaiting the taperun the students began their research with exploitation of finished intelligence and overt sources. There was no loss of research time, and the whole procedure, as revised, was most effective.

Intelligence Techniques No. 14
18 - 31 August 1960
(2 weeks)

Two weeks is not long enough for the average JOT to grasp the techniques of the course and to apply them in production exercises. The division of the class into three sections proved to be an effective means of reaching the individual student. Contact with each student was carried further by individual critiques of student work by section instructors. The critiques by section instructors were valuable aids in evaluating the work performances and attitudes of the students.

Intelligence Techniques No. 15
7 Feb - 28 Feb 1961

In this course increased emphasis was placed on orientation to the role of intelligence in policy formulation; on the composition of the Intelligence Community; and on the mission, organization, and functions of CIA.

Changes for next running would include doing the necessary orientation at the beginning of the course, reducing the time for reading and discussion of the reading, and having fewer guest speakers. Then, more time and emphasis would be devoted to the practical problems of intelligence production.

Intelligence Techniques No. 17
15 Jan - 2 Feb 1962

The course consisted of nine written problems and four oral exercises. The problems and exercises were all practical intelligence problems. Some of them related to the past, others to the present, and still others to the future.

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The amount of time for the NIE exercise will be extended, but the exercise itself will be retained in its present form. Arrangements are now being made and will be completed for a tour of the Library facilities of the Agency prior to the first research activities of the JOTs in ITC No. 18. The one hour previously allocated for instructions from the C/IS on briefing techniques will be extended to two hours. Thus the lesson will be given first, and the examination later; rather than the other way around.

Intelligence Techniques No. 18
23 July - 10 August 1962

Changes in ITC No. 18 allowed the JOTs more time to write the NIE on the Sudan and more instruction on the techniques of briefings before they were required to organize and present their briefings.

Intelligence Techniques No. 19
14 Jan - 1 Feb 1963

Some consideration might be given in the next offering of the Intelligence Techniques Course to the written problems. We do not discard a problem simply because it is dated. It is only when a problem is dated that the prediction elements of the problem can be evaluated with any degree of accuracy.

Briefing assignments might be more interesting if they were balanced in such a way that each briefing session included an appropriate number of briefings on each of the major areas of the world. The substantive knowledge of the world problems is a valuable part of the course. These briefings will be tried in the next running of the course.

Intelligence Techniques No. 21
13 - 31 Jan 1964

5-minute briefing - current intelligence
5-minute briefing - scientific intelligence
10-minute briefing - geographic intelligence
10-minute briefing - final

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Intelligence Techniques No. 22

17 Feb - 6 Mar 1964

The orientation and tour of the CIA Library was restored.
This restored element was successful. JOTs were enthusiastic.

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Intelligence Techniques No. 26

25 Jan - 12 Feb 1965

1. Out of the experience with this class has come the idea of an improved presentation of research support for student projects. The next class will hear a talk entitled "Cart, Vault, and Library." The purpose of the talk will be to encourage better use of the research facilities available to the students at 1000 Glebe and at Headquarters. We believe this talk will give the students a better understanding of the research support available from the carts and vault of the Intelligence Production Faculty and from the machines and shelves of the CIA Library. Up to now the substance of this talk has been scattered among several talks and instructions to the JOTs.

2. The geographic briefing exercise will be cut back from ten to five minutes in the next course. One reason for the cut in time is the necessity to save time. The next course will be more than a day shorter than the present course. Another reason is the belief of the faculty that the geographic exercise needs improvement. As a first step we will see if shortening the briefing time will help. If not, a new approach may be needed. [REDACTED] has been asked to develop a new geographic exercise -- a mapping rather than a briefing exercise -- and have it available if the present exercise continues to give difficulty.

Intelligence Techniques No. 29

26 July - 13 Aug 1965

1. The new element in the course, the Strategic Vulnerability Problem, was successful and promises to be a permanent addition. In this problem the students are asked to position missiles [REDACTED]

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[REDACTED] The students took to the problem with obvious liking and demonstrated considerable thought and ingenuity in locating alternate sites for the missiles and building alternative rationales of destruction. As a new element in the course the Problem contributes to three different portions -- overt collection, geographic intelligence, and military research.

2. In place of the course notebooks the students are given a few sheets of mimeographed paper placed inside a black plastic zipper brief case, and from these sheets the CTs find out the things they need to know about the course. This enabled us to overcome a hinderance to every course -- keeping notebooks up to date.

Intelligence Techniques No. 30

23 August - 10 Sept 1965

1. The DD/S&T element of the course has been selected as the next target for improvement.

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Intelligence Techniques No. 35

17 Oct - 4 Nov 1966

1. The skills emphasized in this course are those of communications and analysis. The communications skills, writing and oral briefing, are heavily stressed during these three weeks both because of their Agency-wide importance and because this may be the only time during his training that the CT will receive formal guidance in these arts. Four oral briefings (current intelligence, scientific, geographic, and a final 10-minute presentation) enable most students to develop a degree of platform presence, to free themselves of distracting mannerisms. The ten written exercises are criticized and graded for writing as well as for analysis.

2. The analytical techniques to which the student ^{are} introduced are as varied as are the components under the DD/I. Qualitative and estimative analysis are represented in such exercises as the "Analysis Exercise," "The French Military Problems" and the "National Estimate on the Sudan." Quantitative analysis is represented, in particular, by the [REDACTED] exercise. Both approaches are used in the Economic Memorandum and the Propaganda Analysis paper.

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3. Various possible modifications of the course are under discussion. One instructor has drafted a "Requirements Exercise," designed to give the students insight into problems which the initiators of requirements are heir to. Another instructor is working up a map exercise. Others are concerned with developing an exercise based on DD/S&T material. Under consideration as a possible alternative to the half-day now spent in photo analysis is an NPIC tour; in addition to its substantive value, such a tour would give the students, who by the third week are usually gasping for breath, a welcome break from the classroom.

Intelligence Techniques Course No. 36

13 Mar - 31 Mar 1967

1. New elements in this running of the course were 1) a "Requirements Exercise," designed to give the student experience in writing and evaluating requirements; 2) a programmed unit in map reading; 3) a new NIE exercise based on a recent ONE Communist China estimate; and 4) the weekly OCI briefing. The last, incidentally, was the only element of the course with which a significant number of students were unhappy; some have suggested that it might be improved by having each briefing centered on a particular country or intelligence problem. Whether this is done or not, the problems and exercises in the course are rapidly being up-dated and will be maintained on a current basis within the limitations of logistical practicability.

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Intelligence Techniques No. 37
10 Apr - 28 Apr 1967

1. At a May 5 faculty meeting we reviewed our progress in up-dating the exercises and adopted a policy of presenting, as far as possible, all assignments and critiques of exercises in the sections rather than in general assembly. This was also in response to the constructive suggestions contained in some of the student evaluations.

Intelligence Techniques No. 38
24 July - 11 Aug 1967

1. Course materials in this running included much that was new. The entirely new Current Intelligence Digest and Summary exercises required



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2. The revised topographic map reading program was given to the class with the expectation that it be completed (in the last two ITC groups only four hours was scheduled, and most students finished only half of the program), and was followed by a 1.5 hour final examination. The final exam and student critiques demonstrated that the program was successful in teaching the basics of topographic map reading. However, this portion of the course differed from all other parts in that its objective was to teach a skill, whereas the over-all course objective is familiarization with intelligence techniques and with the work of the Directorate of Intelligence. Therefore, the programmed map reading was eliminated from ITC #39.

3. The decision was also based on several other considerations: The ITC #38 schedule was too tightly packed, so that during the second week students were spending almost every evening working on exercises, with no time between exercises to digest the experience. In addition, several students, in their critiques at the end of the course, noted that the map reading was not in consonance with the over-all course objective.

4. We have no plans to develop a map orientation exercise or lecture for future ITCs. The reason is that little can be gained from an orientation without going into some of the difficult basic skills involved in map reading. This differs from photo interpretation where a short period of skills training can be followed by instructions that the student need not normally do photo interpretation himself, but can call on the skilled photo interpreters in the Imagery Analysis Services. By contrast, there is no such service on interpretation of maps available to professional personnel, although certain types of map questions will be answered by the OBI Map Library and by the OBI Geography Division professionals.

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Intelligence Techniques No. 39
14 Aug - 1 Sept 1967

1. Cancellation of the usual Headquarters Library tour and dropping of the programmed map reading unit from this segment of the CT course made possible a more relaxed schedule, one which enabled students to finish all exercises during class hours and to give more time to preparation of their final reports. In response to suggestions in the critiques of the previous class, instructors this time introduced the various exercises with talks specifically on the techniques of analysis used in the various offices represented by the exercises. Critiques for ITC No. 39 indicate that we might do well to move further in the direction of relating these techniques more explicitly to the particular intelligence problems which the students are asked to solve.

2. With the next ITC not due until late January 1968 the IPF and staff will have more time than usual to put course materials back in order, make necessary revisions, including updating of exercises and investigate new teaching techniques. We hope, for instance, to use a videotape recorder in connection with class and faculty critiques of the students' briefings. For the next running, the streamlining of a 120-hour course to 100 hours will entail some abridgment of the time, already in short supply, which the students have for working on the various exercises.

Intelligence Techniques No. 3/68
29 Jan - 13 Feb 1968

1. To fit the course into the 96-hour schedule, we reduced the number of student briefings from four to three, substituted a talk on "Imagery Analysis" for the half day of photo interpretation, combined the course introduction with the talk on Intelligence writing, and abridged somewhat the time allotted for work on various exercises. Predictably, a common theme in the course critiques was the wish for more time; e.g., "Compared to the length of the DD/P introductory courses, I would like to see this course expanded." Some, however, appeared to thrive on the pressure: "I feel that the concentrated nature of this course is one of its strongest points. It has been very valuable; the best bit of instruction thus far in the CTP."

2. New to this running of the course were OCI Digest and Weekly Summary exercises based on recent developments in the Okinawa sovereignty problem. [REDACTED] had assembled the materials for these exercises before he left our faculty. His successor, [REDACTED] provided a stimulating introduction to this segment of the course. Also new was a showing of the film, still being revised, on the work of the Office of National Estimates, which served to introduce the NIE exercises.

3. A problem unique to ITC 4/68, which follows 3/68 immediately, is that of providing the Career Training Office with a reading on the students a week before the end of the course, since the Intelligence Production Course begins March 4. We have, accordingly, shifted to the first seven days of the course those exercises which we regard as of primary significance as

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indicators of DD/I aptitude. The procedure will also be necessary with ITC 6/68 in May.

4. We plan, in ITC 5/68 (three weeks, 18 March to 5 April) to use videotape as a briefing aid, which is not possible within the compressed schedule of the present runnings.

Intelligence Techniques No. 4/68
14 Feb - 1 March 1968

1. Because students in this course were required to decide a week before the course end whether to aim for the DD/I or DD/P, we shifted to the early days of the course those exercises, such as Current Intelligence, Propaganda Analysis, Requirements, and National Intelligence Estimates, which we felt would be most helpful to them and to the CT Staff in assessing their future directorate. ~~before coming to the ITC,~~ A significant number did find it helpful, even decisive, for this determination, and all appreciated the exposure to DD/I problems and problem solving.

Intelligence Techniques No. 5/68
6 - 24 May 1968

1. For the first time in the ITC, students were able to see their briefing performance. The first three minutes of each student's briefing was videotaped. While the tapes were being rewound, the instructors gave individual critiques. Then the tapes were played. All the students felt that this technique was extremely valuable in revealing to them their forensic failings.

2. In this running we reinstated a practice of earlier years of scheduling time for individual student-instructor conferences to discuss in detail each student's work on the Current Intelligence exercises as well as time for students to revise these exercises. Again, post-course critiques indicate that students found this phase of the course particularly valuable.

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